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ABSTRACT

Instructional objectives of the Dade County Public Schools Quinmester Program in German for use with "Lernen Wir Deutsch: Part 1" focus on the development of basic skills through the use of short dialogues and structured exercises. The contents of this guide focus on: (1) course description, (2) broad goals and performance objectives, (3) course content, (4) suggested procedures, (5) samples of evaluation, and (6) reference materials. (RL)

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LERNEN WIR DEUTSCH PART I

7533.01

German

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COURSE DESCRIPTION

Do you realize how closely the German and English languages are related? See for yourself through this beginning course of German. You already know more than you think! Become part of a German family and join in their activities. You will learn to speak German right from the start using short dialogs and structured exercises. Although listening and speaking will be emphasized, you will begin to develop your reading and writing skills through basic phrases and sentences. German will be the language of the classroom. This is the first year of the academic program.

7533.01

BROAD GOALS AND PERFORMANCE OBJECTIVES OF THE COURSE

These minimum objectives will be met with 70% proficiency by a majority of the students unless otherwise specified.

I. Listening Skills

According to the individual maturity and achievement a majority of students will:

A. Discriminate sounds

1. Given orally a series of five minimal pairs, the series contrasting the vowel sounds: [e:] and [o:] , [u:] and [ʊ] , long and short vowels, and the German [ai] , [au] , [ɔi] and English diphthongs, the student will discriminate the correct sound by writing the numbers 1 or 2, depending upon the position of the desired response, on a prepared answer sheet.
2. Given orally a series of five minimal pairs, the series contrasting the consonant sounds: ich [ç] and ach [x] and the German [l] and the English consonant "l", the student will discriminate the correct sound by writing the numbers 1 or 2 , depending upon the position of the desired response, on a prepared answer sheet.

B. Discriminate structural signals

1. Given orally a series of five sentences, some of which contain a singular subject and verb and some of which contain a plural subject and verb, the student will circle on a prepared answer sheet the letter "S" if the subject and verb are singular and "P" if they are plural.

2. Given orally a series of five sentences, some of which contain subjects and verbs that agree and some of which do not agree, the student will circle on a prepared answer sheet the letter "C" for "correct" if the subject and verb agree and the letter "I" for "incorrect" if the subject and verb do not agree.
 3. Given orally a series of five sentences, some of which are questions and some of which are statements, the student will circle the letter "S" for "statement" and the letter "Q" for "question" on a prepared answer sheet as each sentence is heard.
 4. Given orally a series of five statements, some of which begin with the subject and some of which begin with an element other than the subject, the student will circle the letter "S" for "subject" or the letter "O" for "other element" on a prepared answer sheet.
 5. Given orally a series of five statements, some of which are affirmative and some of which are negative, the student will circle the letter "A" for "affirmative" and "N" for "negative" on a prepared answer sheet.
- C. Comprehend basic patterns and substitutional variations spoken at conversational tempo
1. Given orally a series of ten statements, each followed by two further statements lettered "A" and "B", the student will circle the letter "A" or "B", on a prepared answer sheet, according to which letter corresponds to the statement that most logically continues the thought of the initial statement.

2. Given orally a list of any five numbers between 0 and 12 in random order, the student will write each number in arabic numeral form as it is heard.

II. Speaking Skills:

According to his levels of maturity and achievement, the pupil will in a manner acceptable to the teacher:

A. Pronounce sounds

Given a written series of isolated words, each containing a particular vowel or consonant sound introduced in this course, the student will respond orally with pronunciation acceptable to the teacher.

B. Imitate models at conversational speed

Given orally the lines of the dialogs, supplements, and drills included in this course, the student will imitate what is heard with pronunciation and intonation acceptable to the teacher.

C. Perform orally minimal structural changes

1. Given orally person-number substitution drills based upon regular verbs and sein, the student will repeat the pattern sentence, performing the necessary changes with pronunciation acceptable to the teacher.
2. Given orally a series of five sentences containing clauses without dass, the student will repeat the pattern sentence, adding dass and performing the necessary changes with pronunciation acceptable to the teacher.

D. Respond freely to questions asked

1. Given orally a series of five questions based upon the dialogs and supplements included in this course, the

student will respond freely with answers logical to the questions asked and with pronunciation and intonation acceptable to the teacher.

III. Reading Skills

According to the individual maturity and achievement the pupil will demonstrate by oral response:

A. Read orally isolated words

1. Given a written list of ten new, isolated words, each word containing one of the following vowels: long and short vowels; u-umlaut; ei; and au, eu, (äu), the student will read each orally applying the letter-sound correspondence rule learned and with pronunciation acceptable to the teacher.
2. Given a written list of ten new, isolated words, each word containing one of the following consonants: w; sch, sp, st; s, ss; z, tz; and ch and -ig, the student will read each orally applying the letter-sound correspondence rule learned and with pronunciation acceptable to the teacher.

B. Read orally sentences

1. Given a series of five sentences, each containing words to which the letter-sound correspondence rules apply, the student will read orally each sentence with pronunciation and intonation acceptable to the teacher.
2. Given orally a series of five sentences, some of which are statements and some of which are questions, the student will read orally each sentence with pronunciation and intonation acceptable to the teacher.

IV. Writing Skills:

According to his level of maturity and achievement the pupil with proficiency acceptable to the teacher will:

A. Copy the target language

1. Given a series of three sentences containing words representing the letter-sound correspondence rule learned, the student will copy each sentence with correct orthography and punctuation.
2. Given the lines of the dialogs included in this course, the student will copy each line with correct orthography and punctuation.

B. Write from dictation

Given a series of five sentences, each of which the student has previously heard spoken, read, and copied, the student will write each as it is dictated.

C. Write exercises requiring minimal structural changes

1. Given a series of ten incomplete sentences, each containing a blank in the verb position and specific regular verb in its German infinitive form in parentheses immediately before each sentence, the student will fill in the blank with the proper German verb form as the subject indicates.
2. Given a series of five incomplete sentences, each containing a blank in the verb position, the student will fill in the blank with the proper form of the verb sein as the subject indicates.
3. Given a series of five sentences, each containing the subject in first position, the verb in second position, and other elements in third position, one of the other

elements being underlined, the student will rewrite each sentence correctly beginning with the underlined element and inverting the subject and verb.

4. Given a series of five direct quotes, the student will rewrite each as an indirect quote containing a dependent clause with its verb in last order.

D. Write only parts of a sentence

1. Given a series of five statements, each followed by an incomplete statement, the student will fill in the blank of the incomplete statement with the word that is opposite in meaning to that of the last word in the first statement.
2. Given a series of five statements composed of subject, verb, and an underlined other element, the other element designating "where" or "what", the student will write for each statement a question to which the underlined element provides the answer.
3. Given orally a short dialog between two speakers, each speaker speaking no more than three times, the student will write in grammatically correct, although not necessarily complete sentences, the answers to a series of four questions asked orally based upon the dialog heard.

V. Cultural Skills

According to the individual maturity and achievement, a majority of students will demonstrate by written and/or spoken response comprehension of the following areas:

- A. Use of greetings, leave takings, and introductions. Students will demonstrate their proficiency in brief daily practice with each other and with the teacher, using correct forms and pronunciation and intonation acceptable to the teacher.
- B. Use of culturally acceptable forms of address: du with each other and Sie with the teacher.
- C. Comparison of German and American recreation and home life.

VI. Attitude

A majority of students will demonstrate an interest in the German language and culture as evidenced by the following:

- A. Participation in classroom activities.
- B. Seeking additional knowledge, joining German clubs, possible travel, or possible correspondence with German-speaking pen pals.
- C. Continuation of the study of German.

COURSE CONTENT

I. Phonetics

Long and short vowels; ü; ei; w; sch, sp, st; s, ss; z, tz; au, eu (äu); ch, final -ig.

II. Grammar

- A. Present tense of regular verbs
- B. Asking questions
- C. Present tense of sein
- D. Verb-second order
- E. Verb-last order
- F. Negative statements

III. Vocabulary

A. Nouns

der Abend	die Milch
das Auto	der Morgen
das Boot	die Nacht
das Café	der Park
der Federball	das Rad
das Fenster	der Saft
die Frau	das Schach
das Fräulein	die Schule
der Fussball	der See
die Garage	der Sommer
der Garten	der Sonntag
das Gasthaus	das Spiel
die Geige	die Stadt
das Haus	der Stand

der Hof	die Stube
das Hotel	der Tag
der Hut	das Tennis
der Kaffee	das Tischtennis
der Korbball	das Wasser
die Küche	das Wohnzimmer
der Lappen	die Zahl
die Limonade	das Zimmer

B. Verbs

brauchen	meinen
fragen	putzen
gehen	rufen
gewinnen	sagen
glauben	sein
heissen	spielen
helfen	suchen
kennen	trinken
kommen	tun
liegen	üben
machen	verlieren

C. Numbers

0-12

D. Other

alt	nicht
die beiden	noch
bis	nur
dass	01
dort	ob

dort drüben	oder
draussen	offen
drinnen	oft
faul	sauber
fleissig	schmutzig
gern	selbst
geschlossen	so
gross	sprachlos
gut	traurig
Hallo!	übermorgen
heute	und
hier	von
hoffentlich	wann
immer	warum
ja	was
jetzt	wer
klein	wie
krank	wieder
manchmal	wo
mit	woher
morgen	wohin
müde	zu
nach Hause	zu Hause
nein	
neu	

IV. Idiomatic expressions

A. Wie geht's?

- B. Wie heisst du?
- C. Ich trinke Limonade gern.
- D. Er geht nach Hause.
- E. Ich bin zu Hause.

SUGGESTED PROCEDURES

Teachers who are already familiar with the audio-lingual approach will have no serious problems with teaching this course. However, those who have used the First Edition of the ALM materials should be aware of certain significant differences in the Second Edition on which this outline is based. It seems worthwhile at this point to outline these modifications, although the teacher should read very carefully all the material in the Introduction to the Teacher's Edition.

1. No provision for a lengthy pre-reading period in early units.
2. Much more systematic and complete treatment of pronunciation.
3. More emphasis of the students' ability to use new material.
4. Explanation of grammatical principles before beginning extensive drill practice.
5. Special listening-comprehension exercises for students.
6. Much better controlled development of the speaking skill.
7. Earlier and more systematic development of the reading skill.
8. Considerable increase in writing practice.
9. More attention to culture by the inclusion of many illustrations throughout the text as well as by an 18-page, full-color pictorial section and by a set of accompanying filmstrips.

The general procedures for this course are the same as those for any other audio-lingual course, but it is important that all teachers whether familiar with the method or not, study the Introduction found in the Teacher's Edition of the Second Edition. It will perhaps suggest new ideas for teaching specific items, it will present a sample lesson plan, it will give you the format and suggestions for the use of the recorded materials that accompany the text. There is also a very complete

section which contains suggested procedures for the introduction of each new structure with some additional structure drills. For those classes making use of the recorded materials, the complete text of the 227 listening and speaking exercises is included as well as an Audio Index and a Key to the Pronunciation Exercises.

It is highly recommended that the teacher make use of all materials that implement this program to make it a really complete one. All these items are listed separately.

SAMPLES OF EVALUATION

I. Listening Skills

A. Instrument for measuring performance objective IA-1&2

Listen carefully to the following series of word-pairs.

In one word of each pair the vowel sound is long; in the other the vowel sound is short. On your answer sheet are two columns, one marked "Long" and one marked "Short".

As you hear each pair, write the numbers 1 or 2 under the proper headings. For example: If the first word contains a long vowel sound, write the number "1" under "Long". If the first contains a short vowel sound, write the number "1" under "Short". And if the second word contains a long vowel sound, write "2" under "Long"; if short, write "2" under "Short".

- | | |
|----------|-------|
| 1. den | denn |
| 2. Bett | Beet |
| 3. Tonne | Tone |
| 4. dünne | Düne |
| 5. Sehne | Senne |

1. Key to Phonetic Symbols: p. T170

2. Vowels: [e:] and [o:], p. T24-25

[u:] and [ʊ], p. T26-27

long and short vowels, p. T27-28

German [ai], [au], [ɔi] and English diphthongs,
p. T33-34

3. Consonants: ich [ç] and ach [x], p. T29-30

German [l] and English consonant, p. T31

B. Instrument for measuring performance objective IB-1

Listen carefully to each of the following sentences. In some the subject and verb are singular and in some they are plural. If the sentence you hear contains a singular subject and verb, circle the letter "S" for "singular" on your answer sheet. If they are plural, circle the letter "P" for "plural".

1. Er kommt heute.
2. Wir spielen Korbball.
3. Ihr gewinnt oft.
4. Du trinkst Limonade.
5. Sie fragt Hans.

C. Instrument for measuring performance objective IB-2

Listen carefully to each of the following sentences. In some the subject and verb agree and in some they do not. If the sentence you hear contains a subject and verb that agree, circle the letter "C" for "correct" on your answer sheet. If they do not agree, circle the letter "I" for "incorrect".

1. Ihr geht an den See.
2. Wir verlieren manchmal.
3. Er trinkt eine Limo.
4. Ich spiele Geige.
5. Du gehst nach Hause.

D. Instrument for measuring performance objective IB-3

Listen carefully to each of the following sentences. Some are statements and some are questions. If the sentence you hear

is a statement, circle the letter "S" for "statement" on your answer sheet. If the sentence is a question, circle the letter "Q" for "question"..

1. Peter geht nach Hause.
2. Wann spielen wir?
3. Du meinst das?
4. Helga trinkt Wasser?
5. Er sagt das nur so.

E. Instrument for measuring performance objective IB-4

Listen carefully to each of the following statements.

Some begin with the subject and some with an element other than the subject. As you hear each statement, circle the letter "S" for "subject" if the statement begins with the subject and the letter "O" for "other element" if it begins with an element other than the subject.

1. Wir spielen jetzt Tischtennis.
2. Limonade trinkt er gern.
3. Jochen putzt das Rad.
4. Nach Hause gehe ich.
5. Im Wohnzimmer ist sie.

F. Instrument for measuring performance objective IB-5

Listen carefully to each of the following statements.

Some are affirmative and some are negative. As you hear each, circle the letter "A" for "affirmative" if the statement is affirmative and the letter "N" for "negative" if it is negative.

1. Helga ist nicht in der Küche.
2. Jochem geht jetzt nach Hause.
3. Die beiden putzen das Auto nicht.
4. Er übt nicht gern.
5. Kurt ist heute krank.

G. Instrument for measuring performance objective IC-1

Listen carefully to each of the following statements.

Each will be followed by two further statements lettered "A" and "B". Depending upon which of the two most logically completes the thought of the initial statement, circle the letter of your choice on your answer sheet.

1. Jochen übt Geige.
 - A. Er verliert immer.
 - B. Er spielt gut.
2. Die beiden putzen das Rad.
 - A. Es ist schmutzig.
 - B. Er ist fleissig.

H. Instrument for measuring performance objective IC-2

Listen carefully to each of the following numbers.

As you hear each, write each in arabic numeral form on your answer sheet.

1. elf
2. zwei
3. null
4. sieben
5. drei

II. Speaking Skills

A. Instrument for measuring performance objective IIC-1

Person-number substitutions:

1. Er spielt Fussball.

Ihr _____

Du _____

Wir _____

2. Sie sind in der Schule.

Ich _____

Ilse _____

Du _____

B. Instrument for measuring performance objective IIC-2

Listen carefully to each of the following sentences.

Repeat each after each is heard, adding dass and performing the necessary changes.

1. Hans sagt, er spielt Korbbball.

2. Hans sagt, er ist krank.

3. Hans sagt, er putzt das Auto.

III. Reading Skills

A. Instrument for measuring performance objective IIIA-1

You will see a list of ten isolated words, each of which you have never seen before. Each word contains a specific vowel. Read each orally being careful to apply the letter-sound rule you have learned for each.

- | | |
|-----------|----------|
| 1. Staat | 6. Feile |
| 2. Füße | 7. Stadt |
| 3. Bau | 8. Maus |
| 4. Stühle | 9. treu |
| 5. Heu | 10. frei |

B. Instrument for measuring performance objective IIIA-2

You will see a list of ten isolated words, each of which you have never seen before. Each word contains a specific consonant. Read each orally being careful to apply the letter-sound correspondence rule you have learned for each.

- | | |
|-----------|-----------|
| 1. Schatz | 6. stolz |
| 2. wild | 7. fertig |
| 3. Satz | 8. Zelt |
| 4. Pech | 9. Dach |
| 5. lassen | 10. Sport |

C. Instrument for measuring performance objective IIIB-1

You will see a series of five sentences in German. Each contains words to which you must apply the letter-sound correspondence rules you have learned. Read each orally using correct pronunciation and intonation.

1. Die zwei glauben das nicht.
2. Wann spielen wir Schach?
3. Dieter übt Geige.
4. Ilse putzt das Auto.
5. Das Boot ist jetzt fertig.

D. Instrument for measuring performance objective IIIR-2

You will see a series of five sentences in German. Some are statements and some are questions. Read each orally using correct pronunciation and intonation.

1. Er trinkt Milch?
2. Wohin geht er?
3. Wir spielen heute.
4. Er gewinnt oft?
5. Warum fragt ihr?

IV. Writing Skills

A. Instrument for measuring performance objective IVC-2

You will see five incomplete sentences containing blanks in the verb positions. Complete each by filling in the blank with the proper form of sein.

1. Wo ____ ihr, Fritz und Eva?
2. Wir ____ draussen im Garten.
3. Sie ____ noch hier, Herr Koch!
4. Inge? Ich glaube, sie ____ in der Schule.
5. ____ du wieder krank, Otto?

B. Instrument for measuring performance objective IVC-3

You will see a series of five sentences. Each sentence

contains one underlined element. Rewrite each sentence beginning with the underlined element.

1. Peter ist wieder im Keller.
- 2.. Die beiden putzen dort das Rad.
3. Ich bin heute in der Stadt.
4. Er spielt hoffentlich morgen.
5. Wir gehen gern an den See.

C. Instrument for measuring performance objective IVC-4

You will see a series of five direct quotes. Rewrite each as an indirect quote containing a dependent clause.

1. Peter fragt: „Wohin geht er jetzt?“
2. Johann fragt: „Warum übt sie heute?“
3. Inge fragt: „Was suchst du im Keller?“
4. Jochen fragt: „Wann gehen Sie an den See?“
5. Die Mutter fragt: „Bist du müde?“

V. Cultural Skills

Instrument for measuring performance objective VA, B & C

Describe the differences and/or similarities between the German and American cultures in each of the following:

1. Greetings, leave takings, and introductions
2. Familiar and polite forms of address
3. Recreation
4. Home life

VI. Attitude

The teacher will have noted throughout the courses the participation in activities and expressions of beliefs of each pupil.

Through his/her guidance positive opinions and attitudes hopefully will develop in a majority of the class. A chart on minute details might be kept such as:

	Volunteers S	Takes positive attitude S	Seeks a project S	Speaks without bitterness ✓	Accepts leadership role S
1. Allen, Mary			S	✓	S
2. Alsworth, Joe					

Key-

S - superior

✓ - acceptable

O - unacceptable

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